

NATIONAL PARTNERSHIP PROGRAM DIOCESES OF WILCANNIA-FORBES, WOLLONGONG AND LISMORE

Workshop 4:

Head, Heart and Hands
Choosing and Using Evidence
Reflective Practice
Powerful Questions.

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What Does the Wizard of Oz Have To Offer Me?





The Reality is....



ALIGNMENT

Head/Heart/Hands

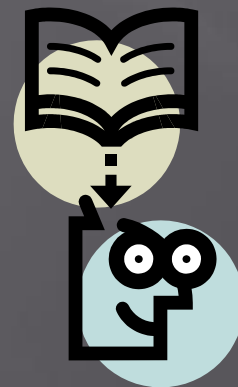
When teachers feel in control, connected to the meaning of their work, are respected, and understand their contribution is real and important, then their willingness to participate beyond their classroom to collective success increases



Teachers as Moral Leaders

Teachers who are genuine moral leaders will:

- ▣ Have a clear and explicit understanding of the nature of their own ethical and moral standards
- ▣ Be explicit about, and committed to the values and ethics underpinning the development of moral learners
- ▣ Be skilled in the creation of moral learning experiences
- ▣ Be active contributors to the educative leadership of the school



TOKEN TALK TASK



EVIDENCE

Scenario

Think of a recent occasion when you were asked to provide evidence within the school context.

1. Who had requested the information?
2. What were you validating ?
3. What data did you use ?
4. Did the data satisfy the purpose?



Scenario-Three Step Interview

- ▣ *Join another person to make a pair.*
- ▣ *Ask your partner questions listed in the scenario.*
- ▣ *Your partner will then ask you the listed questions.*
- ▣ *Rejoin your group.*
- ▣ *Share the information you have learnt about your partner.*
- ▣ *Record types of evidence you heard during the sharing on post-it notes*



Scenario

Imagine I am your program facilitator/mentor

- ▣ Where should I look to find out about your practice in Literacy/Numeracy?
- ▣ How will I know if you have achieved the desired results?
- ▣ What will I accept as evidence of your understanding of effective practice?



What are Appropriate Types of Evidence?

- ▣ NAPLAN results
- ▣ SC, HSC results
- ▣ Diocesan/school based assessments
- ▣ Observation Survey
- ▣ IEP information
- ▣ School review processes
- ▣ Surveys – parents, students
- ▣ Class profiles
- ▣ Conversations
- ▣ Writing samples
- ▣ Anecdotal records
- ▣ Interview folders
- ▣ Portfolios
- ▣ Students assessment results
- ▣ Information nights
- ▣ Parent interview sessions
- ▣ Reading Recovery data
- ▣ Behaviour information
- ▣ Referral information
- ▣ Burt, Torch etc data
- ▣ Informal assessment information
- ▣ Attendance information
- ▣ My classes journals
- ▣ School counsellor data
- ▣ Previous reports
- ▣ Review Committee
- ▣ Pre-testing
- ▣ Interviews with parents

Moral Purpose

Consider issues you have identified in your reflections that seem to be areas of “red lights” for your school.





Task

RED LIGHT ISSUE

VALUE	BELIEFS	ACTION	EVIDENCE

1. Choose one issue and list the value behind it.
2. Then say what beliefs are behind this value.
3. Then indicate what action ought to happen
4. What evidence you would accept that it was in place.

USING DATA AUTHENTICALLY

*“In fact, using data wisely is a human thinking activity that draws on personal views but also on capturing and organising ideas in some systematic way, turning the information into meaningful actions and making the interpretation public and transparent
(Senge, 1990).”*

Data → Information → Knowledge

- ▣ Using data is not separate from planning and from routine decisions in schools
- ▣ Instead, data is a necessary part of an ongoing process of analysis, insight, new learning and changes in practice

Data Literacy



Educators ... don't need to become data analysts

- ▣ *Educators can draw on many different forms of evidence*
 - Research studies, test results, surveys, observations, testimonies and witnesses all qualify as data.

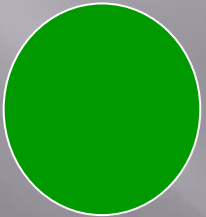
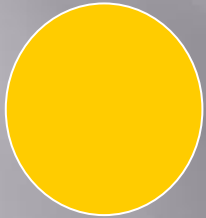
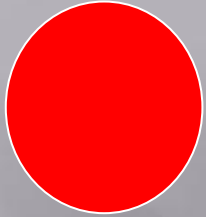
- ▣ *The challenges come in deciding*
 - What data are appropriate
 - Ensuring the quality of the data and
 - Doing analyses and interpretations that will help them make sense of the data.

Educative leadership: Leadership based on evidence

An effective Catholic school:

- ▣ Names the key forms of evidence which are necessary for decision making
- ▣ Requires the use of evidence as the basis for decision making
- ▣ Has procedures for the routine collection of relevant evidence
- ▣ Has procedures for interpreting data
- ▣ Acts on the basis of feedback on performance
- ▣ Skills teachers in evidence-based practice.

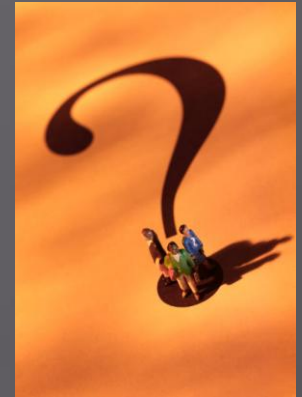
Reflection



▣ Evidence

Reflective Practice

Moral Leadership requires the moral consciousness of all staff. We need to ask ourselves challenging questions about the morality of our curriculum, our organisation and our relationships.



Reflective Practice

- ▣ Through reflective practice we need to challenge ourselves about what we value and believe is important for the moral future of our students and what it might look like and what kind of evidence would we accept that is happening.

Value of Quality Questioning

... need to become *serial questioners* committed to pursuing important questions in order to make sense of the world and to investigate challenges ...serial questioners apply a rich repertoire of strategies to question or understanding

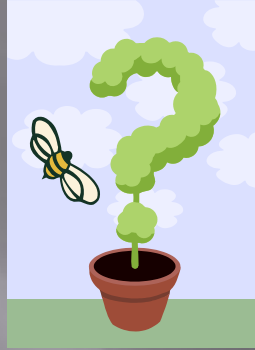
Quality Questions are the KEY



Higher Cognitive Questions (Fat Q's)

- ▣ open-ended
What do you see is happening in this school?
- ▣ interpretive
How was this similar to the other KLAs experience?
- ▣ evaluative
What might be a better way to approach staff learning?
- ▣ inquiry
Why should we explore these approach?
- ▣ inferential
What do you know by looking at our students?
- ▣ synthesis
What would happen if....?

Quality Questions are the KEY

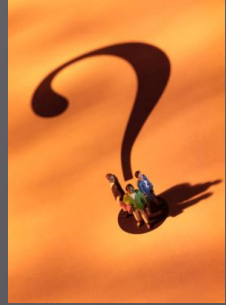


Task

Five Whys Pathway

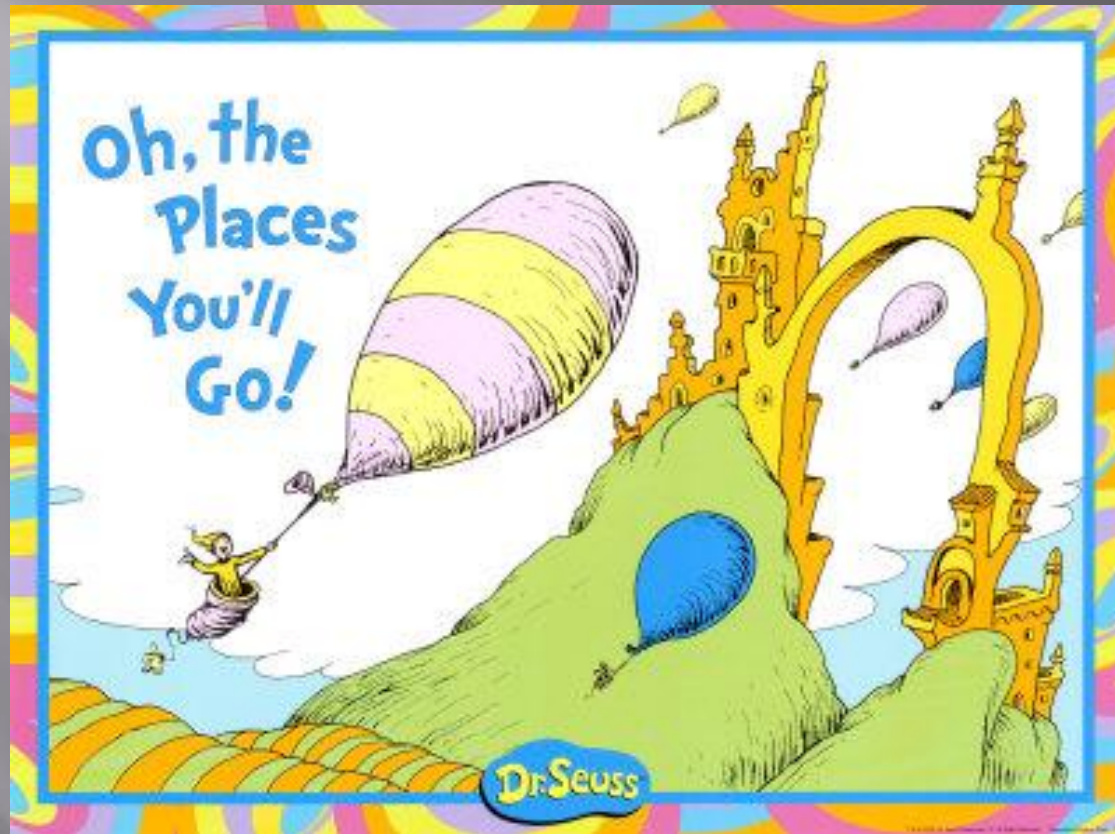
Why is evidence an important consideration
when determining the success of educational
change?

Designing Some Questions



- ▣ Design one initial question to seek an evaluation of the values you have identified.
- ▣ “Polish” it – perhaps by seeking to be “obstructive” in answering exactly what is asked.

Reflection



Reflection

